DOCUMENT RESUME

ED 035 679 UD 009 343

AUTHOR	Gaitskell, C. D.; Ed.
TITLE	Education in the Inner City. Curriculum Bulletin, Volume 1, Number 10.
INSTITUTION	Ontario Dept. of Education, Toronto.
PUB DATE	Jan 69
NOTE	24p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.30
DESCRIPTORS	After School Activities, *Cultural Disadvantagement, Cultural Enrichment, *Disadvantaged Youth, Elementary School Students, *Handicapped Children, Junior High School Students, Learning Activities, Minority Group Children, Parent Participation, Preschool Children, *Reading Improvement, School Community Relationship, Teacher Aides
IDENTIFIERS	Hamilton, North York, *Ontario Department of Education, Ottawa, Toronto, Windsor

ABSTRACT

The report in this issue of Curriculum Bulletin documents extra-curricular and after school activities adopted by Canadian urban communities in Ontario to combat cultural disadvantagement and reading deficiencies among inner-city children, pre-school through junior high school ages. The projects described in the metropolitan areas of Hamilton, Windsor, North York, Ottawa and Toronto required the assistance of parents, classroom aides, and local service organizations, and showed a marked similarity among the methods of approach. (KG)

curriculum bulletin

10

January, 1969 / Ontario Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Education in the Inner City

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Volume 1, number 10
January, 1969.
Produced by the Curriculum Section

Our cover picture shows four-year-olds in Hamilton using special play facilities designed for early development. These children, members of a Junior Kindergarten in the E.N.O.C. program, are also learning to act as members of a group.
Photo credit: Hamilton Board of Education

INTRODUCTION

This issue of Curriculum Bulletin is devoted to the education of children with unusually sparse or limited experiences, who are handicapped in comparison to their contemporaries from the beginning of their education in school. Many such children can never develop to their full potential unless help is provided early in their school career.

Quite often these children are found in the inner city, where their horizons are narrowed by a shortage of play areas and a shortage of housing space.

The initiative to help these children overcome their early handicaps came from a grass roots level. The Ontario Department of Education is offering co-operation, help, and advice, but it gladly and gratefully acknowledges that much credit belongs to teachers and administrators in the inner city: men and women who saw the problem first-hand and who have tried to do something about it.

The school programs discussed in these pages, then, have all sprung from local needs. It might be expected that, starting in diverse areas, they might take diverse directions, but in fact there is a marked similarity among the methods of approach.

In the following excerpt from THE CLEARING HOUSE, a former disadvantaged child looks back

Treat the disadvantaged with kindness

By Rebecca E. and Kelly G. Bridges, The University of Chattanooga, Tennessee

When I began school in 1920, I was the disadvantaged. What made me thus? My environment — my home and family. It was my mother's favorite saying that we were "poor but proud" and my father's favorite that Kelly would find his death at the end of a hangman's noose.

I never remember feeling anything but hungry. All we ever had to eat was biscuits and side-meat gravy. I can remember searching through the general store's trash for pieces of bananas that were only half rotten. To top this I had hemorrhoids from time remembered as a result of the constant emotional upheaval my parents indulged in, to the terror of their children. My clothes were patched third and fourth hand overalls which were ill-fitted. I never knew the warmth of a coat; my heaviest winter garment was a cotton sweater. Somehow, I sincerely believe these things could have been bearable had not there been the constant beatings and verbal abuse from my mother and father.

Needless to say, what I took to school was not a good foundation for learning. But I went, and although my education ended with the eighth grade, there was a measure of worth derived from my educational experiences. My second-grade teacher encouraged my reading. Through this means I was able to escape from the hunger and the hatred for a while, and later was able to educate myself to a certain extent. She also arranged for me to help the janitor start the fire before school and clean up afterwards so that I could earn small change. I always knew there would be a sandwich, fruit, or some extra money on her desk for me. Nothing could erase her kindness from my mind.

When we moved from the small country town into a large city, the stigma of poverty seemed to grow. But here I found kindness again. A very young teacher and her fiancé bought me a theatre ticket to see the movie "Beau Geste" because she knew I had read the book and had no money to buy the ticket for myself. This is only one example of her kindness.

There were other teachers who were kind to me in various ways, and there were teachers who were never kind. On one occasion a teacher struck me in the face with a ruler for staring out the window. My nose was broken and has remained misshaped.

My above-average success in business was torture to attain without proper education. It saddens me immeasurably to see young people leaving school before graduation — the young people who are disadvantaged in any way. But the thing that saddens me more is that they may have experienced no kindness from their teachers, no experience of having had someone who cared.

Teachers, if you cannot care, please do not teach the disadvantaged. Teach the privileged students who have someone who cares, who are not hungry or cold. But if you are capable of caring, show your care to the disadvantaged and I will say "thank you" to God each morning and evening for the day of your birth.

Reprinted with the permission of the editors of THE CLEARING HOUSE, Fairleigh Dickinson University Teaneck, New Jersey.

E.N.O.C. is beginning to show results

Hamilton's inner-city program makes school an important part of the small child's life

By Mearl L. Thomson Co-ordinator, E.N.O.C. Program Hamilton Board of Education

Some of the children who moved away from Hamilton's inner-city area during the summer were extremely anxious to go back when September came. In their joint opinion, the downtown schools they left behind were infinitely superior to those offered anywhere else.

This back-to-the-city-centre movement on the part of some students was a source of great satisfaction to the growing band of workers concerned with Hamilton's E.N.O.C. program. (The initials stand for Educational Needs of the Older City.) A few years ago, it would never have occurred to anyone to choose a downtown school over the shiny new buildings in the outer fringes of almost any city.

In 1965, however, Hamilton's Board of Education established its first E.N.O.C. program in one school, later expanded it to four, all kindergarten-to-Grade 6 schools. The Hamilton board estimates that it costs between five and six thousand dollars to start the program in a school, a considerably smaller sum to keep it going year after year.

The first step in starting a program is usually renovation of the old building and sometimes the addition of portables. The E.N.O.C. program calls for additional kindergarten rooms, space for a library, and smaller rooms for story-telling, remedial-reading programs, and for counselling sessions. The extra equipment bought for the E.N.O.C. program usually includes manipulative material, overhead projectors, listening centres, primary typewriters, wheel toys and climbing equipment for the junior kindergartens, film and slide projectors, films, slides, tapes, and other audio-visual aids, and finally educational puzzles and games.

The building and the equipment are only part of the program. Most important of all is the staff. The Hamilton board's

policy does not force any teacher to stay at an E.N.O.C. school; those who wish to opt out are placed in other schools before the program gets started. All seventy teachers in the E.N.O.C. schools, therefore, have consented to be there. Most teachers acquire their extra training through experience and through four training sessions held by the board throughout the year.

The teachers have help from both teacher-aides and from volunteers. When the program was started, only the kindergartens had aides, but others are being added to the staff and there will soon be a general aide in each E.N.O.C. school as well, drawing salaries a little higher than untrained personnel could command in industry. Most of them are women who have raised their own families and find the teacher-aide work of interest. Generally, they supervise students, keep records, and operate audio-visual equipment.

There are also about seventy-five volunteers in the system. Originally, these came from the National Council of Jewish Women, the Junior League, and the Anglican Church Women but offers to help now are coming from other organizations and from many interested individuals. The work of these volunteers varies: some with teaching certificates will supervise a class for short periods while the classroom teacher is counselling an individual student. Others help with after-school activities. Most of them, however, tell stories to small groups of children or listen while individual children read stories. The lack of someone to read stories to them is often one of the chief gaps in the children's experience; that lack frequently shows up in the child's limitations in his later school years.

Another important group is parents, and one aim of the E.N.O.C. program is to help parents help their own children. This is why the school board feels that a close and friendly relationship with parents is vital.

An example of this approach is the fourteen-member Mothers' Sewing Club, which began at the request of the mothers. Operating with borrowed sewing machines at first, the mothers received some sewing fabric from the school board, bought more out of their own funds, received some help from an instructor paid by the board, and now are anxious to continue and expand.

In addition, parents are encouraged to become a part of school life. Mothers and fathers are often invited to hear about the work of a certain class, to attend an assembly program, or to view a film which the children are seeing; most families will then discuss the shared activity more fully at home. Parents have also helped teachers with field study trips, whether it is a short walk to a nearby store or perhaps a longer expedition requiring motorized transportation, to an orchard, for instance, where an inner-city child may first realize that the apples in the grocery store came from a tree in the first place. The help of the parents in such field trips has a twofold purpose. First of all, it helps the teacher with the practical details of transportation and supervision. Secondly, and more important, it gives the parent and child a shared experience which, in turn, the child learns to communicate to others. The language experience program at the four E.N.O.C. schools is more effective when the child is learning to express his feelings about something close to his heart, doubly so when it is, in part, an experience shared with his own family.

Everyone connected with the E.N.O.C. program recognized at the start that it would be a long-term project: results were not expected immediately. Many visitors, however, have remarked on the bubbling enthusiasm that is evident in the classrooms. The school record books bear this out with higher attendance and fewer lates on their pages. And of course, there are the children who wanted to return to the schools this September. Success is showing already.

More than fifty community-minded people attended a Volunteers' Reception Tea in Hamilton. As part of the E.N.O.C. program, all of them visit classrooms regularly to read stories to small groups of children, a part of early development that these children have sometimes missed.

A group of E.N.O.C. children visit the market. Training and observation during such trips provide material for many kinds of expression back in the classroom. Some children will draw or paint what they saw, others will tell about it, or perhaps write stories or poems. Others, encouraged by their teachers to follow up what interested them, will do a project on such a subject as "Where the food on our table comes from."

Photo credit: Hamilton Board of Education.

Windsor: two-pronged attack

OPERATION HOME-RUN
By Arnot McCallum
Reading Consultant
Windsor Board of Education

Late in June of 1968, I received phone calls from three families encountering similar reading difficulties. They explained that their children were retarded readers and wanted to know what could be done during the summer months to bring up the level of their ability. They had in mind some sort of tutorial service.

I felt that a tutor would be out of reach for them financially; therefore, I offered to set up and demonstrate a summer reading program which they might operate themselves. The families readily agreed to give the program a try when school closed.

Since all three families were treated in a similar manner I will deal in depth with one.

This family included: Karen, four years old, Bobbie, nine years old, Jim, ten years old, Mike, thirteen years old, Beverly, fifteen years old.

The materials used in this program were:

- Reader's Digest skill-builders
- Mini-Library paperbacks
- a reading laboratory
- a listening station with tapes, some

The day starts with vocabulary-building at breakfast. With the aid of their parents, the children digest new words along with the peanut butter, then learn how to use them in sentences.

The family works together at the listening station to improve both reading and listening abilities.

Jimmy and Mike choose a paperback for reading enjoyment. Learning to take pleasure in reading is a major aim of any reading program.

The day ends when Dad reads a chapter to the children before bed.

Photo credit: Windsor Board of Education.

The Windsor Board of Education grapples with the inner-city problem in two ways:

of them produced at the school for motivational purposes
- filmstrips
- one copy of Farley Mowat's TWO AGAINST THE NORTH for reading time led by the father
- material to build vocabulary
- comic books (Classic Comics).

Since time is an important factor it was decided that breakfast time and three o'clock would be the best opportunities to present the material. Dad would hold sway at breakfast and Mother could supervise at midafternoon. The family had a bulletin board put up on the wall in the kitchen and we were ready to go.

Using the comics first as lesson material and then as reading for enjoyment, we worked on comprehension and vocabulary-building. New words encountered in the comic books were posted on the bulletin board. A system of rewards was established for the best sentence using the new word (two pieces of pie for dessert, for instance). Saturday was established as a review day to go over vocabulary and information learned during the week. Mother and Dad participated freely, making up sentences, often having the children take their turn as judges. Often vocabulary for future stories was introduced in advance.

In the afternoon period, the children went to work individually at the reading laboratory three times a week, supervised by Mother. The afternoon period also included use of the listening station twice a week, and a filmstrip reading lesson once a week.

For enjoyment, the children were asked to read books of their choice from the Mini-Library, a library composed of one hundred paperbacks on various topics and various reading levels from Grade 2 to Grade 11.

The limited supply of comics led us naturally to the easier, well-illustrated paperbacks. Soon the children were going to the Mini-Library for a paperback without being pushed. One mother said, "Those paperbacks went over much better than the hardbacks that my husband spent a fortune on." Another parent said, "For the first time my children actually started and finished a book without constant prodding and they enjoyed it." A third mother stated, "The neighbourhood children try to get in here at three o'clock so that they can get a headset at the listening station or a place at the reading laboratory."

The Ontario Student Record cards revealed that the children were of normal intelligence but retarded in reading. They actually disliked reading. The parents felt that, during the summer, both they and their children had taken great strides forward: the children in reading and wanting to read, the parents in understanding the problems of teachers and in having patience with the children's difficulties.

It must be stressed that the parents took an active part in the program; they answered the questions and listened to the tapes right along with the children. I feel that this is the key ingredient. Too often material is given out to parents who act as some sort of mediaeval overseers, meting out rewards and punishment from above. The children must see that it is not wrong to be wrong. They must see that Mother and Dad are not infallible beings. This will restore the feeling of personal worth that children need.

It is difficult to assess the value of a two-month program. I do feel, however, that these children have advanced in reading. The fact that they have been motivated to pick out a book and read it without some adult ordering them to do so, is in itself encouraging. There is no better remedial procedure than reading for enjoyment. I also felt that there was a definite improvement in vocabulary. The parents expressed interest in an expanded program next summer. With my present equipment available for home use, I believe, I could handle up to fifteen families or more if they were brought to a central location for instruction.

OPERATION HEAD-START
By Gordon F. Mann
Superintendent of Public Schools
Windsor Board of Education

In 1967, the Windsor Board of Education accepted a recommendation for a summer school program open to selected children who would be enrolled in the regular kindergarten program in September of the same year. The Head-Start program was put into operation for a four-week period during the month of July.

The board was asked to approve this extension of its services following discussions involving teachers, principals, the Supervisor of Special Education, Supervisor of Primary Education, and administration officials. In examining the need and the objectives for such a program, one cannot better summarize its basic purpose than in the words of Samuel Coleridge:

"The first range of hills that encircles the scanty vale of human life is the horizon for the majority of its inhabitants."

For many years, teachers have required no special insight to realize that the "vale of human life" for many children is, indeed, scanty. In spite of the cultural deprivation which teachers know these children suffer, school systems have traditionally been geared to a common denominator of age and experience into which all students are expected to adjust.

Teachers now recognize the primary importance of language experience in early education; they now try to develop the complex abstractions of our language symbols both in words and numbers. What they have failed to recognize is the importance of the preschool experience of children as a basis for formal education. "Readiness" programs, instituted for children already formally enrolled in kindergarten are intended to supply that foundation. The objective in this program is to compensate for language and experience deprivation.

In a preschool compensatory program, a school must take the responsibility for selecting the group for the program. The selection of children accepted into the program must be subjective. Teachers should not conceive this as the first step towards establishment of a nursery program open to all children. Selection of the children for this program in Windsor is made following the kindergarten registration which takes place in March and April. Thus far, Windsor authorities have relied on the opinion formed by the teacher at the time of registration, along with the general background knowledge of the family. The experience of siblings already in school may also afford a clue to selection. As experience is gained, some testing measures may be attempted. It is doubtful, however, that such measures will result in a more valid selection than that made by competent people with good knowledge of the child's home environment.

In its first year of operation, Windsor's Head-Start program was offered in five centres located in four inner-city schools, the areas of greatest cultural deprivation. The kindergarten facilities in these schools were used for the program.

Each Head-Start centre was staffed by a fully qualified teacher. In all cases, these persons were members of the regular kindergarten staff, with the exception of one who had retired. It is interesting to note that this teacher displayed a particularly keen insight into the needs of her Head-Start pupils. This certainly supports the view that an appreciation of the basic needs of children is not restricted to teachers trained in the "modern" school program.

The teacher in charge of each centre had the assistance of a teacher-aide. Senior high school students and one inexperienced teacher were selected for this purpose. In one instance, the teacher-aide was a male student.

Administration of the program comes under the principal of the board's summer school program. The organization and supervision of Head-Start, however, is the joint responsibility of the primary and special education supervisors. In 1967, $5,000 was budgeted for operation of the program. This covered costs of salary, additional equipment, children's snacks (milk, juice, cookies), and field excursions.

Following selection procedures, the parents were invited to register their children. The parental acceptance form provided that the parents be responsible for the children being brought to the centre and taken home. It also required co-operation in regular and punctual attendance. Each centre was planned to operate with a maximum of twenty children. Irregularity of attendance in some cases resulted in the program effectively serving approximately ninety per cent of the children selected.

The program is based on an activity-experience approach out of which every opportunity is used to develop language and social skills. Painting, games, and story-time occupy classroom sessions. Local and community excursions, many simple walking excursions as well as more extended bus trips, provide basic experiences which have been, for the most part, entirely lacking in the lives of these children.

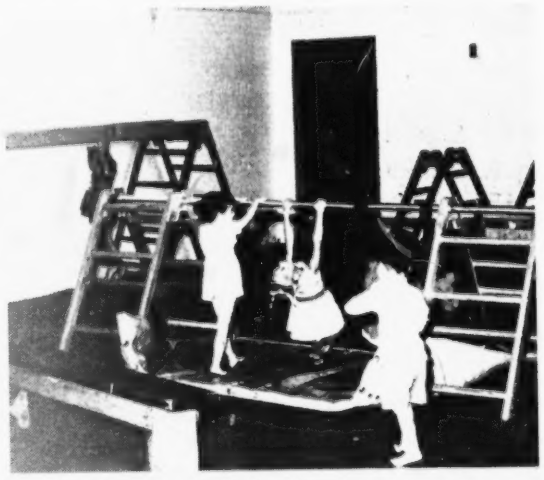
Equipment comes mainly from the regular school program. Inexpensive, unsophisticated, and uncomplicated equipment is excellent. Activities such as driving nails into soft wood scrap lumber, crawling through large packing boxes, and sailing boats in plastic wading pools are obviously enjoyable experiences for the children. Standard playroom equipment such as trucks, dolls, games, puzzles, and paints are, of course, well used in indoor activities. All such equipment can be used as a springboard for verbal expression which is the main aim of the program.

For the summer of 1968, the program was extended to seven centres. Opportunities for field trips were increased so that each class enjoyed two bus trips each week, in addition to walking excursions.

Different kinds of equipment promote different kinds of development.

Photo credit: Windsor Board of Education.

Me and my imagination

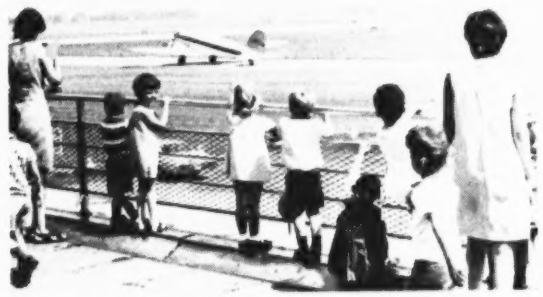


Me and my whole body

Me and my fingertips

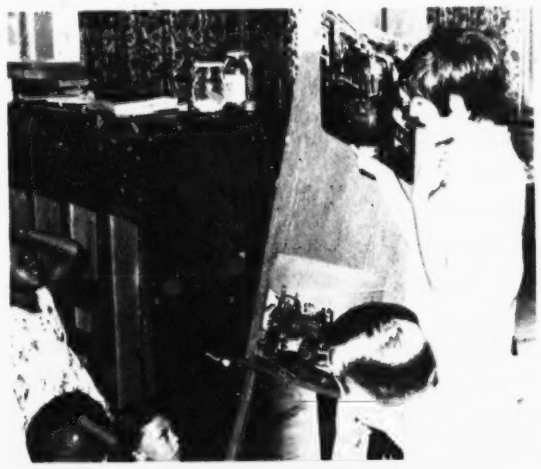
Imaginative teachers can expand their students' horizons in various ways.

Photo credit: Windsor Board of Education.



This plane might be coming from anywhere in the world.

Boarding a magic carpet



Pretending to be in the fire-hall

When somebody loves you, you can do anything.

There is evidence that short trips immediately followed by discussion, experience sharing, and related classroom activities produce the most significant development among these children.

An additional male teacher-aide was employed in the 1968 program. There is good reason to believe that a male figure involved in the program is very desirable; many of the children lacked a desirable male influence at home. The male teacher-aides were noticeably popular with the children in their centres.

An encouraging aspect of the program has been the co-operation of most of the parents in ensuring regular and punctual attendance. We hope that in future, parents may be more directly involved in accompanying groups on field trips, for instance. So far, however, this has been difficult because of the family responsibilities of almost all parents involved.

The program has had considerable help from the Windsor Medical Officer of Health and his staff. We have enjoyed the full co-operation of the Health Unit in assisting with the selection of children and in medical examinations. The program has offered a head start to the health teams in an area of great need.

It is difficult to assess the total result of this experience. In the spring of 1968, regular kindergarten teachers were asked to rate the Head-Start children on the basis of achievement and social adjustment. The result of this survey is shown below:

The subjective nature of this survey would certainly not satisfy those who would insist on a controlled experimental study. We do not believe that a statistically valid measure of results in this program would be possible, but we are convinced that the program produced positive results which have had a noticeable effect on the children concerned. Attitudes of love, concern, kindness, and attention are difficult if not impossible, to measure. The result of an environment lasting only three hours a day over a five-day, four-week period are nevertheless apparent.

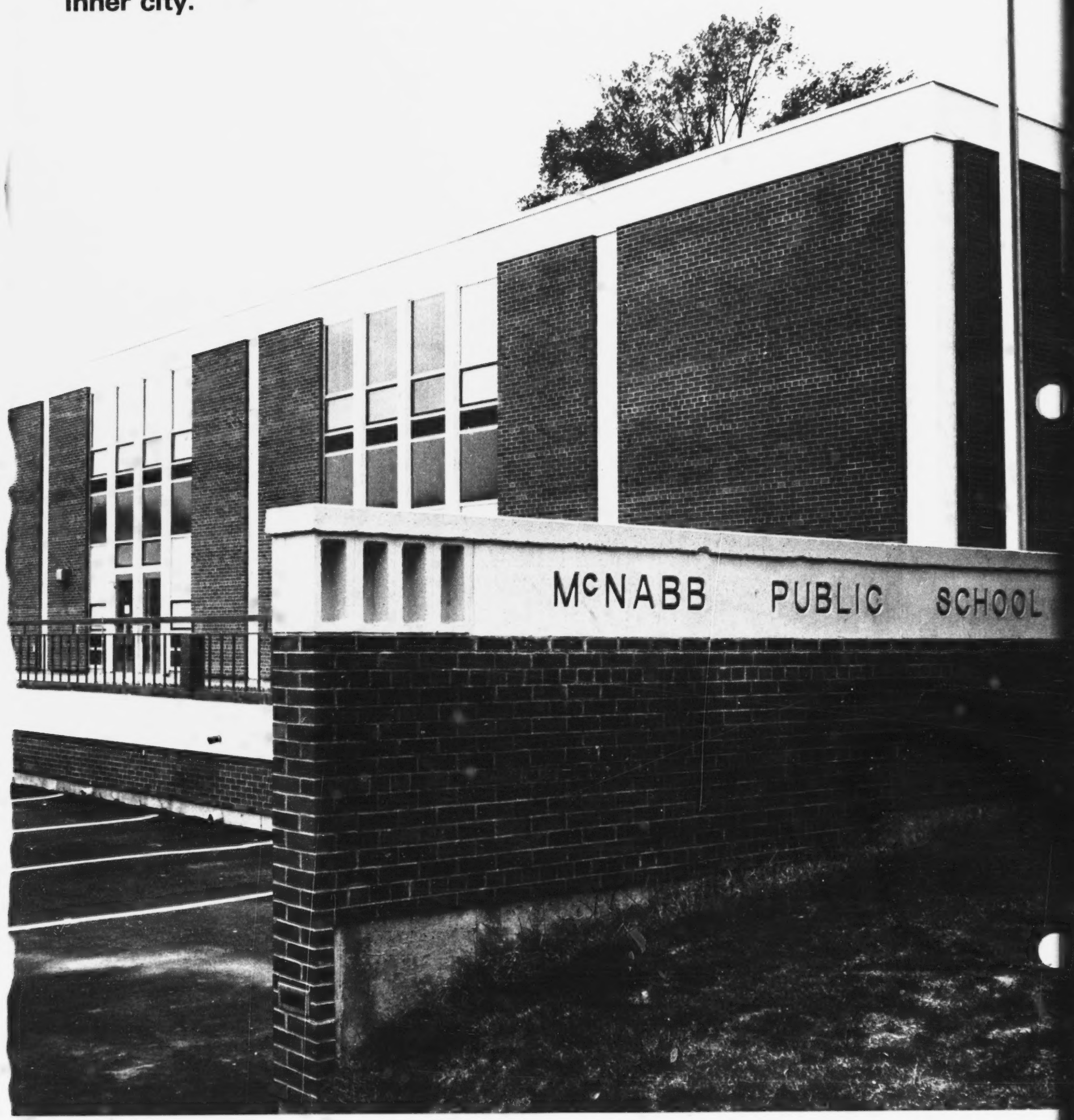
After our second year of operating a Head-Start program, we cannot, of course, be categorical in any claims of success. How can one measure the immeasurable? We can only say with conviction that the program cannot help but provide a valuable social and learning experience for the children at the time they need it. We plan to continue the program and to expand it as need may indicate. Certainly we are convinced that we are making a frontal attack on a basic educational problem where it should be made: at the beginning.

	Achievement			Social Adjustment			Total
	High	Average	Low	High	Average	Low	
Centre A1	6	5	2	4	8	1	13
Centre A2	7	6	6	0	16	3	19
Centre B	3	15	1	3	14	2	19
Centre C	10	7	1	10	7	1	18
Centre D	3	9	0	5	7	0	12
							81*

**Survey does not include children who moved from community.*

Shared jurisdiction

Critics said it couldn't be done: but two administrations are amicably sharing jurisdiction of the site of the McNabb Park Community School in Ottawa's inner city.



OTTAWA'S McNABB PARK COMMUNITY SCHOOL

By P. H. Seymour
Assistant Superintendent
of Public Schools
Ottawa Public School Board

Three years ago the Ottawa Public School Board, as part of a continuing urban renewal program, decided to replace the obsolete Percy Street School with a new building. When the decision was announced, Board of Control of City Council suggested that the school board and city council co-operate in the construction of a building which would serve the needs both of a school and of a community centre.

The downtown area in which Percy Street School was located has changed radically over the years and especially during the past ten years. At the turn of the century, people built large and comfortable homes here, creating a desirable community in which to live. Many of the homes built as single-family units, however, have now become multiple-family dwellings; some families live in one or two rooms. The density of population is thus increasing, and the children have become the victims of all the ills which congested city-living inflicts upon them.

Realizing that something extra for these children was required, the school board agreed to co-operate with the city in the construction of a community school. The site of Percy Street School was too small for such a project, but two blocks away was a city playground called McNabb Park which was administered by the Ottawa Department of Recreation and Parks. It was larger, but not large enough. The school board and the city council decided to use this site, and city officials agreed to close a street, expropriate an adjacent city block, and demolish the buildings on it. The school board then purchased from the city the land on which the school would stand and also an additional fifty feet at the rear for a possible future addition.

The architectural firm of Craig and Kohler was engaged by the city council and the school board jointly. This firm had designed a skating and hockey arena which had been built a year earlier on the site. The new community school was attached to this arena and the whole complex assumed the shape of a capital letter H. One side of the H is arena; the other side is exclusively school; the cross-bar is joint-use accommodation. In the latter is an adult-sized gymnasium equipped with showers, a multi-purpose room with stage, a room equipped for teaching woodwork, a large community room, and a smaller one of the same kind; it also contains a small apartment for a resident caretaker.

Cost of construction was shared: the city paid twenty-five per cent and the school board seventy-five per cent of the total contract price for building the school and the joint-use facilities. In effect, the city paid for the gymnasium and caretaker's apartment, and the board paid for the school and for all jointly used facilities except the gymnasium.

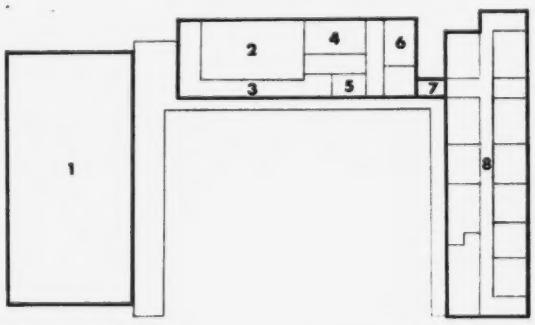
An agreement between the board and the city covers the use, operation, and maintenance of this community school. In brief, the school has exclusive use of all of the facilities, including the playground but not the arena, on all school days until six-thirty. The Department of Recreation and Parks has use of all facilities except the school in the evenings and on all days which are not school days.

The McNabb Park Public School opened on January 1, 1968. It supplies education from kindergarten up to and including Grade 6. The program is aimed at helping the children with learning problems which result from their environment. Many of these are related to lack of facility in use of language and in reading. One teacher devotes all of her time to the teaching of English to New Canadians. Two more teachers, who are not assigned to regular classrooms, spend the whole day teaching reading and English usage to small groups of pupils. Class excursions and use of audio-visual materials supply background information which so many of these children lack. A full-time teacher-librarian arranges her day in such a way that her library is open at eight-thirty in the morning, during the noon hour, and in the late afternoon. At these times the library is full of children. The gymnasium is in use every night after school.

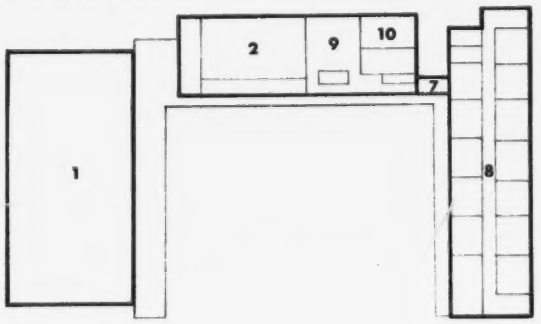
Three groups of volunteers work with children who have special problems. Members of the University Women's Club, through the board's psychological services, supply personal guidance on a one-to-one basis for children who have severe emotional problems. Members of The National Council of Jewish Women conduct classes for preschool children two mornings a week. On these mornings, the mothers attend and are given help with problems that affect their children. The third group of volunteers consists of young people, mainly university students, who tutor and provide personal guidance for selected pupils after four o'clock and, in some cases, in the evening.

When this project was being planned, many observers stated emphatically that people serving different authorities could not get along together in the same building, that it just wouldn't work. Those in the two administrations were determined that it would, and took all manner of precautions to remove causes of discord. As a result it IS working, and the children of one downtown area of Ottawa are benefiting.

1. Hockey rink
2. Gymnasium
3. Change & storage rooms
4. Community room
5. Meeting room
6. Boiler room
7. Link
8. School classrooms
9. Lunch room - Assembly hall
10. Workshop



Ground Floor



Second Floor

No children allowed

The soaring towers of modern apartments have engulfed all play areas near Rose Avenue Junior School. What happens to the children of the neighbourhood?

By Donal W. Dobson
Principal
Rose Avenue Junior School
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"For years we have stood by while more and more thousands of our children have been neglected — not willfully by their parents — but because the society that demands their parents' services did not provide facilities for their own protection." 1

St. James Town is a large apartment complex in downtown Toronto where people are invited to take up residence "for the fun of it". The development is advertised as a "city within a city" and boasts a shopping plaza, recreation rooms, gymnasia, indoor and outdoor swimming pools, putting greens, squash courts, saunas, tennis courts, an ice rink, and shuffleboard. Unlike most cities, however, children are not permitted to live there.

In its centre and surrounded on all sides by apartments is Rose Avenue Junior School, a reminder of the once-quiet, residential nature of the neighbourhood. The school's population is comprised largely of children from low-income families. Children from at least fifty families are without parental supervision from early morning until five or six o'clock in the evenings because both parents work. Seventy-five per cent of the four hundred and twenty-five children attending Rose Avenue School live outside the periphery of the apartments but one hundred and twenty children live in two older low-rental buildings directly across the street from the school, and others will be moving into the area soon.

In the wake of apartment development over the last five years, back yards, quiet streets, grassy lawns, and secluded verandas, in fact all the places where children normally play, have been replaced with asphalt parking lots. For the children of the two older apartment buildings, the recreational facilities of St. James Town are out-of-bounds and the only play areas remaining are the school yard, which is often monopolized by older boys, and the foyers and elevators of their own apartments.

In the past few months, we have been able to arrange for some Physical Education classes from our school to use a St. James Town pool. Without teachers on hand, however, the St. James Town facilities are still out-of-bounds for children.

In April, 1967, with these factors in mind, I invited representatives from neighbourhood agencies and groups to discuss the situation. We soon discovered that my concern was shared by others in the group and we formed a committee to identify needs and suggest an action program. This group, which later became known as the Sponsoring Committee, included, besides myself:

Miss Gerry Armstrong, Social Worker, Board of Education
Mrs. Anne Schaftner, Central Neighbourhood House
Fred Booker, Christian Resource Centre
Norman Gulks, Project Co-Ordinator, Neighbourhood Services Unit
Mark McDermott, Assistant Curate, St. Simon's Church
Miss Kay Ironsides, Director of Christian Education, St. Simon's Church
Grant Lowry, Y.M.C.A.

We soon came to the conclusion that these children, living and playing in the shadow of St. James Town, needed some type of after-school program which continued later in the day than the extra-curricular activities offered by the school. Left free to roam, they hung around stores and fought each other; their compulsive mischief-making was potentially dangerous to themselves and to society. The consensus was that the Sponsoring Committee should develop an after-school program for the "latch-key" children.

Current literature supports our action:

"If day-care opportunities for the younger infant and child are lacking, absence of resources is bleakness itself for the older child. And by older child I mean those veterans six to fourteen years. Provision for these children seems to shrink with their growth; they become the latch-key kids, the stool-sitters." 2

"There is some evidence to suggest an association between this form of child neglect and social maladjustment or even juvenile delinquency." 3

The purpose of the program was set out in realistic and concise terms. It said simply:

"To make available to the children in the neighbourhood an after-school interest and recreational program between the hours of half-past three and half-past five, commencing September, 1967."

Members of the Sponsoring Committee possessed the experience and skills to draw up a program based on the latest theories of human behaviour and community organization. The program was intended to provide:

- healthy outlets for creative expression geared to the needs of children who lacked adequate after-school supervision
- opportunities to encourage the neighbourhood to help itself through the united action of its own residents and organizations.

The target date for the program was revised for October 1, 1967. On the basis of a budget of $4,500, requests for financial assistance were sent to the Tippett, Atkinson, and Flavelle Foundations in late June. The Atkinson gave approval to the project in October and the money became available later that month. The Board of Education granted approval for the free use of the school's

1 *Glover, Elizabeth E., "Public Welfare Ammendments" Child Welfare XLI, April, 1962. p.184*

2 *Oetlinger, Katherine B., "A Spectrum of Service For Children" in Spotlight on Day Care: Proceedings of The National Conference on Day Care Services. May 13-15, 1965. U.S. Dept. of Health (Washington D.C. Government Printing Office 1966) p.128*

3 *International Labour Office, "Child Care Services In Relation to Needs of Working Mothers" in Care of Children in Day Centers (Geneva World Health Organization, 1964) p.64*

basement facilities each week-day after school; it was anticipated that one hundred children could be accommodated in this area. In a two-week period, volunteers were signed up, supplies and equipment purchased, and finally, on November 6, the program began.

The volunteers came from a variety of sources and included:

- four members of the Sponsoring Committee — two from St. Simon's, one from the Y.M.C.A., and one from the Christian Resource Centre
- six students from the School of Social Work
- two students from the University of Toronto
- two from the Ontario College of Education
- one from Trinity College's Divinity School
- one worker of the Company of Young Canadians
- two housewives.

In February, twelve volunteers from the Wellesley School of Nursing joined the group and the Red Cross, Jarvis Collegiate, Lawrence Park Collegiate, York University, and the Toronto Social Planning Council provided volunteers for one-day stints throughout the year.

In drawing up the program, director Gordon Cressy was given considerable freedom; he focused on small-group activity as a basis for group interaction and discussion, and left the volunteers considerable scope in developing their own activities within a general framework. Given the freedom to operate an activity program and bolstered by enthusiasm for their work, the volunteers, in most cases, were able to develop a warm, friendly relationship with the children.

As group bonds strengthened and leadership qualities of individuals emerged, groups were soon planning their own programs. Volleyball, floor hockey, ice hockey, baseball, and skipping presented opportunities for learning the values of sportsmanship and teamwork, as well as providing recreation. The children also took part in field trips to Elmira Sugar Festival and to Niagara Falls, as well as visits to places of interest in and around Toronto such as Mackenzie House, Casa Loma, and the Toronto Humane Society. Initially most programming took place in the school, but as the year continued many groups moved their activities out of the building, although they continued to hold meetings in the school basement.

It was soon obvious, however, that we needed more volunteers. As the program flourished, more children applied for admission. Only ninety children could be accommodated three days a week so the program was restricted to pupils from Grades 3 to 6. However, this didn't prevent some groups, where the volunteer's time permitted, from meeting on Saturdays and Sundays as well as other days when the program was not officially operating. Some younger children having older brothers and sisters in the program were permitted to attend. It proved almost impossible to keep the roster down to ninety names at all times.

When the program closed in May, written evaluations were received from both volunteers and members of the Sponsoring Committee. Many of the children, as well as a number of parents, were also polled. While the results do not provide clear criteria for measuring the success of the program, several points are worth noting:

- Volunteers, children, and parents all asked that the program continue next year.
- Ninety children made use of the program three days a week all year. Others came and went.
- During the year, only two of the twenty-five volunteers left the program, both for personal reasons.
- Support and interest in the program have been shown in other communities throughout the city.
- Although the program was officially concluded in May, at least two groups were continuing on their own when school closed.
- The community agencies are anxious to continue their participation in the program.

What of the future? Plans have already been made on the basis of our initial experiences, but there is no doubt the program will have to expand. The children from Grades 1 to 3 will have to be included, and shortly we will have an influx from three Ontario Housing Corporation apartment blocks now under construction in the development. There may be as many as seven hundred and fifty children in these buildings and the advance guard can be expected when the first two buildings are finished in January, 1969.

The increased numbers will require additional facilities outside the school. The program director for the 1968-69 school year spent part of July and August lining up volunteers and soliciting the use of facilities in the community. An application for further financial support is now under consideration by the Atkinson Foundation but additional financial resources will be needed in future years.

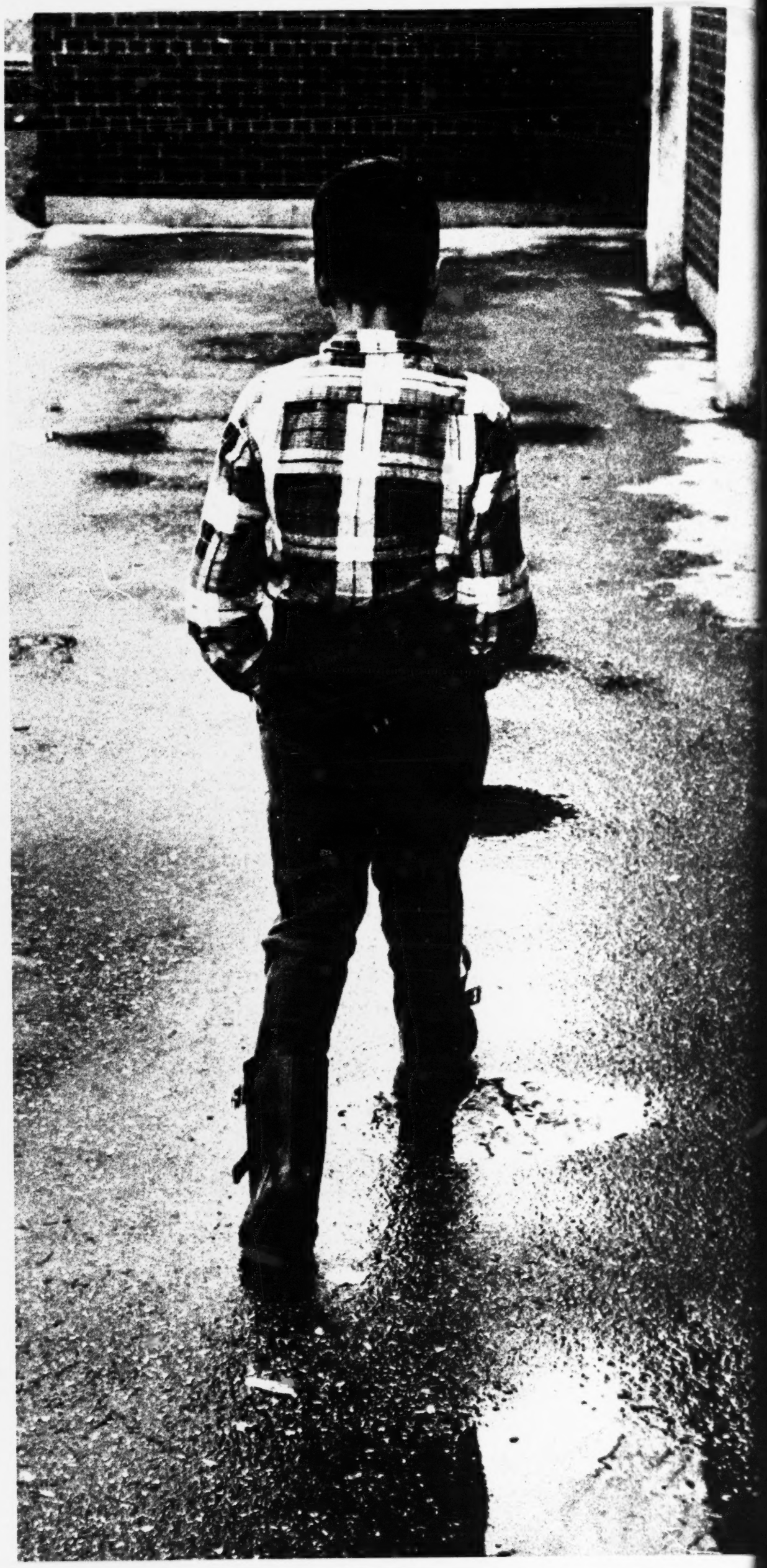
Finally, the Committee hopes to add a research component to the program; we feel that research is vitally necessary if our project is to be of any value as a model for other communities; but, of course, research will strain our budget still further.

Director Gordon Cressy, in his final report to the Sponsoring Committee, had this to say:

"The Rose Avenue After-School Program is still in its infancy stages. The fact, though, of community agencies working together at the action level around a common concern is refreshingly exciting. The fact remains that the program's competence will be proved only as needs outrun words. The future of this program is dependent on those involved in it. Their success could pave the way for development in other schools throughout the city. Bold new ventures

of their very nature are challenging, frustrating, and satisfying. In anything new, conflicts arise and tensions are created. The crux of the problem is the ability of those involved to resolve conflicts and generate enthusiasm. The art of compromise without losing sight of long-range goals is a necessary ingredient of success. The Rose Avenue program has got the ball rolling."

But in the shadows of urban expansion, more and more children are waiting for help.



Flemington Road School: Hub of the community

Two educators tell of a school near the periphery of greater Toronto, that is beset by inner-city problems

VOLUNTEERS IN SCHOOLS

By Whittier K. Morris
Inspector of Schools
North York Board of Education

Modern community development shows a trend towards pooling community resources for a co-operative partnership. The community effort must be integrated in order to develop curriculum, service, and function. If a school is to expand into the community and use the resources of the community, its leaders must be prepared to welcome volunteer workers.

Flemington Road Elementary School is, I believe, an example of a successful volunteer plan. The school serves the Lawrence Heights housing development, one of the largest in Canada. It is unique in that one hundred per cent of the school population comes from subsidized housing.

In the spring of 1964, when I was Principal of Flemington Road Public School, North York, I saw the need for using community resources both in the school and out of it. Fortunately, at this time, the volunteer branch of the National Council of Jewish Women of Canada was looking for new avenues for service.

After several meetings with the National Council women, we planned a program for preschool children. School officials would select twenty-five children on the basis of age, need, and the ability of the mothers to attend classes.

Twice a week the children and mothers were taken by chartered bus to the National Council of Jewish Women council-house. The program was in two parts: preparing the children themselves for kindergarten and also helping their mothers. I am firmly convinced that the value of a program for preschool culturally disadvantaged children is greatly increased by providing a program for the mothers.

The volunteers, all N.C.J.W. members, with training in social work, teaching, or an allied field, planned the program in co-operation with the school. The preschool children were given a program to fill in the blanks which were obvious in language, arts, discipline, muscular co-ordination, and play activities. The mothers had sessions on good grooming and posture, discussion groups, visits to the Art Gallery and Museum, cooking and budgeting classes. They gossiped and chatted, discovered companionship and the fact that other women suffer the same problems as they do.

Twice a month I visited the sessions, either alone or with a particular staff member. At these sessions I explained a phase of the school program, answered questions, or just sat and visited. The mothers began to realize that the school could be a friend.

In September, 1967, the North York Board of Education began junior kindergartens at Flemington Road School; however, due to lack of space, arrangements were made to house one of the three morning classes in the N.C.J.W. council-house. This was done through the co-operation of the school board and the National Council of Jewish Women. The board provided bus transportation and one professional teacher; the N.C.J.W. provided accommodation (for a nominal sum) and six volunteers, and continued the existing program for the mothers.

Volunteers also moved into the classrooms at Flemington Road School. At one time eight volunteers from the N.C.J.W. were involved in classrooms from Kindergarten to Grade 2. Each volunteer gave two half-days a week.

They did not do the teacher's work but they helped with duties the teacher did not have time to do. It was made quite clear that they were not teacher-aides but were there to become involved, under the teacher's guidance, with the pupils. Their purpose was to read stories to the pupils, to listen to them, to assist in trips: in other words, to help fill in the cultural gaps in the pupils' background.

The original screening of volunteers was done by the Volunteer Committee of N.C.J.W.; another teacher and I made the final selection. Volunteers not selected for this work were assigned other volunteer work by the Council; in effect,

we simply had our choice of council volunteer workers. Those we chose attended training sessions arranged cooperatively by the school and the council.

From our experience, which has worked well, I would say that it takes time and skill to identify the tasks appropriate for volunteers, to screen and assign applicants, and to determine the limitations to be placed on their services. Once school officials have identified the areas in which volunteer aid may be valuable, they should communicate their needs to the recruiting agencies as guidance for good assignment of available personnel.

How can administrators and teachers work effectively with volunteers?

- There must be a readiness to accept outsiders as partners in the field of education.
- The teacher and volunteer need to understand each other. The teacher needs to be specific in her directions to the volunteer.
- Channels of communication must be well established between the school and the assigning agency so that teacher-volunteer and administrator-volunteer problems may be resolved.
- The program should be constantly evaluated to determine whether the volunteers have been placed effectively.
- The needs of the pupils must be clearly identified and a decision made as to whether the needs should be met by a volunteer or a professionally trained teacher.
- Volunteers are not the answer to an instructional reading program. They should not be asked to do the job of specialists.

The full use of volunteers makes it possible for schools to enrich their educational program. Volunteers can be of real help to the general educational program of a community. They can pave the way for new dimensions in education. The understanding they develop in their work will enable them to make decisions that benefit public education.

THE COMMUNITY SCHOOL AND COMPENSATORY EDUCATION

By Dale E. Shuttleworth
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One of the most influential voices in modern education has been John Dewey. As an advocate of education as an instrument of social change, he made the following statement:

"We plead for an improved and enlarged social order that there may be brought into existence all of whose operations shall be more genuinely educative, conducive to the development of desire, judgement, and character. The desired education cannot occur within the four walls of a school shut off from life. Education must itself assume an increasing responsibility for participation in projecting ideas of social change and taking part in their execution in order to be educative. The great problem of American education is the discovery of methods and techniques by which this more direct and vital participation may be brought about." 1

Nowhere have the challenges of 20th century education been more apparent nor the problems more acute than in our cities. Urban living has become an inescapable fact for the great majority of our families. The heterogeneous nature of urban life, the density of population, the problems of adjustment to a new life style, and the inability of some individuals to compete economically or cope emotionally: all have led to a major dilemma. Suddenly, traditional methods no longer apply. Our ability to distinguish between the needs of various segments of the population and to provide equality of opportunity is in question.

In many parts of North America, the term "inner city" has become synonymous with poverty, deprivation, despair, and violence. As Canadian urban dwellers, we cannot afford an air of smugness about what is happening in the American cities. We are in a position to learn from their experience, to plan for our own future. The late Senator Robert F. Kennedy, when questioned as to the role of urban education, replied:

"We must find new means of increasing the relevancy of school curricula to the challenges students must face in their daily lives, at home, and on the job. As a corollary to this, involve the communities with the schools to a greater degree so that the schools are more accountable to the community and its needs." 2

Educators have borne the brunt of problems associated with social disorganization, but we are just one of the "helping professions" shouldering this burden. Many other groups are also frustrated by the problems of the poor and disadvantaged. Municipal government, social welfare, public health, recreation, education authorities, and, most important, the people themselves, must become common partners if this urban crisis is to be resolved at the community level.

An illustration of the urban problem and what can be done about it is the Lawrence Heights Low Income Housing Development, created in 1957 as a public-housing enclave in Metropolitan Toronto. This community, constructed at the crossroads of Lawrence Avenue and the Spadina Expressway, should be considered as a segregated geographic unit. Patterns of access to the surrounding neighbourhood are limited by physical barriers: to the north, a major thoroughfare, to the south, the institutional buildings along the north of Lawrence Avenue, to the west and east, a fence containing the project population from the neighbouring middle-class single-family dwelling community. There are only four routes of access into the community: two from the north, and two from the south. The Spadina Expressway divides

1 *John Dewey from W. H. Kilpatrick (ed.) The Educational Frontier (New York: Appleton Century, 1933), p.146*

2 *Robert F. Kennedy, "Federal Education Policy", Phi Delta Kappan, June, 1968, p.58.*

the project into two fairly equal areas.

All housing is rented and administered by the Ontario Housing Corporation. Rent is set at approximately one third of a family's monthly income. Admission is restricted to low-income families and priority goes to those with the greatest need. There are 1,081 units including walk-up apartments with one to three bedrooms each and row or semi-detached housing with three to five bedrooms per unit.

Total population of the development is about 5,000 persons, 3,000 of whom are school-age children and preschoolers. Many families have been re-located from the sub-standard housing of the core of the city, often on an emergency basis. Almost thirty per cent of the families are one-parent, mother-led. The number of families receiving social welfare financial assistance ranges from twenty to forty per cent. The average income is estimated at $70.00 a week.

"The family problems found here are no different than can be found throughout the city but are more highly concentrated due to geographic segregation and population density. For some families, their major struggle is that of survival because of their low income and the resulting burdens of debt and other accumulative family problems. A large number of families come from the inner-city slum areas. Although their housing problems were solved, new problems were created, resulting from the loss of such things as familiar neighbourhoods, second-hand stores, easy access to hospital clinics and the corner pubs. Some complaints which came from within the community itself were, and still are: 'children are allowed to run wild', 'parents do not care about their children', or 'families on welfare spend their money on drink'." [3]

Residents of the neighbouring area and trades people visiting the community often see a negative image of the project. Such terms as "the jungle", "poverty village", and "the camp" are commonly used. This stigma hurts personal pride, makes residents feel inferior, and produces the depressing, hopeless feelings that are common attributes of alienation.

In the midst of this problem area is Flemington Road Public School of the North York Board of Education. This school has grown with Lawrence Heights; it occupies a central location and serves the project exclusively. As probably the first suburban school in Canada to serve a low-income public-housing area, Flemington has undergone a process of growth and adjustment which transformed it from a traditional status-quo institution into a thriving experiment in compensatory education designed to break down the barriers between school and community. During this crucial developmental period the school was fortunate to have a most outstanding principal in the person of Whittier K. Morris. His enlightened flexibility and democratic style of leadership, coupled with an energetic use of human-relation skills, provided an inspiration to his teachers, and warmth and understanding to his students and their parents. The present principal, A. E. Boddy, has maintained and expanded the program.

My own area of the Flemington Road School, the Social Services Project, has pioneered the community-school philosophy, based on the belief that the school and the resources which it represents cannot be separated from the community which it serves. As I outlined in a recent publication, [4] we have extended Flemington Road School as a partner in community development, with these objectives:

- To improve the quality of living
- To use the community as a laboratory for learning
- To make the school plant a centre of community living
- To organize the curriculum around the fundamental processes and problems of living
- To include the community in school policy and program planning
- To provide leadership in the co-ordination of community services
- To practice and promote democracy in all human relationships.

The community-school concept is interpreted to include three main integrated functions, which I will discuss in the following pages.

The Community-Centred Curriculum

As an extension of the community which it serves, the school views the community as a resource for the enrichment of the program of the school. Other community resources help determine the kind of learning experiences children have. Thus, the neighbourhood and the larger city become a vast classroom of learning experience in developing a more relevant curriculum.

Teachers are exposed to the community's style of living through home visits, and through a variety of resource persons and community workers. Through participation in the Community Centre, teachers meet parents on an informal basis leading to greater mutual understanding. Teachers begin to understand the environment and value systems of their pupils and to gear the learning process to develop strengths and compensate for deficiencies.

A curriculum committee has been formed on a volunteer basis, representing all educational levels. This group is directing its efforts to writing a curriculum that reflects the particular needs of the community. A further objective is to develop a systematic progression of learning experience through the school. Language programs are studied to evaluate their appropriate use in the setting of Flemington Road School. Field trips are organized and rated according to their learning ob-

3 *Gwen Oliver, "Adapting Agency Structure and Program to Offer Co-operative Outreach Services", paper presented The Canadian Conference on Social Welfare, Ottawa, June 19, 1968, p.3.*

4 *Dale E. Shuttleworth, The Community School and Social Reconstruction. A Demonstration Project, (Toronto: Ontario Educational Research Council, 1967), p.5-7.*

jectives. Real-life experience becomes a key to unlock the mysteries of reading, mathematics, science, and social studies. An effort is made to meet the child at his level, and to develop a relationship which enriches patterns of educational growth.

Through these experiences, teachers may develop a greater sensitivity to the social, emotional, and physical needs of their students. Certainly a teacher learns that he must meet these basic needs before the academic realm has any meaning for the child. An empathetic rather than a sympathetic relationship must evolve while the teacher continues to enrich the educational environment. Under these circumstances, teachers become need-oriented rather than program-oriented.

The Community-Centre Function

"Emphasis is placed upon developing fullest use of the school's physical facilities by both individuals and community groups. Through the community-school framework, space is provided for autonomous programming while the school retains direct responsibility for the use of the building through the principal and community-school director. The school benefits through the supervision of facilities and co-ordination of their use. Participating groups benefit through the use of equipment and facilities under the favourable image which the school enjoys in the community." [5]

The program began in October, 1966, with activities for boys and girls on Monday, Wednesday, and Thursday evenings from four o'clock to seven o'clock. These activities include gymnasium, crafts, quiet games, choirs, ballet, story-telling, science, judo, and social adjustment discussions. Leadership is provided by both volunteers and staff from participating organizations, including the school, Department of Parks and Recreation, North York Public Library, and Lawrence Heights Family and Child Service. Two gymnasiums, kindergarten rooms, and regular classrooms are used. Programming was developed through student surveys and is highly flexible. Seventy per cent of the students took part in the program during the first year of operation.

The adult program took root much more slowly. School officials first met different groups of community residents to discuss the community centre and develop ideas for programming. Booths were set up at School Open House to disseminate information and gather further ideas. School administrators met representatives from community agencies to discuss the program and later to gain their active support. From these meetings, interviews, and conferences, a blueprint of co-operative effort was drawn.

Finally, in February, 1967, the program got underway on Monday and Wednesday evenings from seven to ten o'clock. Informal adult get-acquainted centres were developed by Lawrence Heights social services. The Department of Parks and Recreation began fitness programs for men and women. Gradually interest groups have been spawned. A Rod and Gun Club and Neighbourhood Association now are meeting regularly. The National Council of Jewish Women has provided leadership for crafts and dramatic groups. Early in 1968, Thursday evening was established as a Family Night with baby-sitting provided. Activities included a family-life film series, homemaker's group, men's club, a weight-losing group, and English-improvement class. Coffee parties were also organized in private homes where parents and teachers enjoyed a social evening.

It became apparent, however, that one important segment of the community had been overlooked. The teen-agers soon made their presence felt and as a result the facilities were opened on Tuesday evenings for a drop-in centre, tutoring and study centre, and gymnasium program. Table tennis, T.V. lounge, dancing, snooker, and discussion groups were later added. An elected board of teen-age monitors helps in development of policy and activities, and in supervision of facilities.

Small interest groups have also begun meeting on Wednesday evenings for activities such as girls' fitness class, snooker club, a charm club, a film series, and special projects that include Volunteers Unlimited, in which senior secondary school students have become community service workers, and the Job Improvement Corps where drop-outs are assisted in getting jobs while taking part in educational up-grading and employment training.

The Community-School Advisory Council was organized to guide and evaluate activities and to provide a forum for the discussion of matters of concern to both school and community. Membership includes representatives from agencies or groups either actively involved in the concept or providing organizational support: the Board of Education, North York Council, Social Planning Council, Department of Parks and Recreation, Lawrence Heights Family and Child Service, North York Public Library, National Council of Jewish Women, Big Brothers, Neighbourhood Association, Lawrence Heights Sports Committee, St. Philip's Church, Ontario Housing Corporation, Seneca College, Lawrence Heights Judo Club, and the Mennonite Brethren Church. Thus, many resources have been brought together under the umbrella of the community school in a co-ordinated effort to improve community living.

The Community-Service Function

As the best established and most socially accepted resource in the community, the school is prepared to assume an active role in community and social planning and to provide leadership. Administrators try to co-ordinate the activities of many agencies with the school's program.

The school houses a number of services that benefit the whole community. The social services staff represents the sup-

portive services within the school and provides a liaison with the home and social welfare agencies within the community. The public health nurse interprets the health of the pupil and his family, and investigates and gives support in combatting problems due to physical or emotional disability. Remedial reading specialists, a library-resource teacher, and a speech therapist are available to provide assistance in the language area. A full-time dentist and dental nurse provide the dental services for children of the community. A psychologist and psychometrician visit the school to provide an assessment and consultative service in regard to educational and behavioural problems.

The interdisciplinary team constitutes a unified approach to child and family problems. This team represents a collaboration of services between the school, represented by the principal, social services staff, and public health nurse, and the Lawrence Heights Family and Child Service which is a combination of both the Children's Aid Society and Family Service Association in the area. In addition, representatives of other agencies may be invited to particular conferences. Meetings are held formally on a monthly basis but interdependence is maintained through informal daily contact. Decisions are made on the basis of all available information and the consensus of disciplines represented. A co-ordinated plan often grows out of a segmented, inefficient plan through such discussions.

Supervision and training are provided for the many volunteers who assist with activities. Seneca College uses the Flemington Road community school as a field placement for its social welfare course. Workshops and seminars are provided for teachers and students of both social work and public health nursing. In addition, large numbers of community service personnel and educators from other schools make casual visits and fact-finding tours.

Community-on-the-Move

Community-school represents but one approach in an overall community-development plan in Lawrence Heights. There have been however, some rather dramatic results. The number of children appearing in Juvenile Court has decreased by about seventy-five per cent. A more positive level of understanding has developed between school and home. Increasingly, parents are discovering the vital role they must play in the education of their children. Courses in compensatory education using the school and community as a laboratory setting have been organized. The interdisciplinary team has provided a holistic approach to the multi-problem family. Over fifty-five different activities were provided in the extended day program alone.

While the community-school concept will continue to expand, the next even more exciting step is on the horizon. Known as the "therapeutic community" or by its more popular title, Community-on-the-Move, this approach will provide a further integration of services in order to produce a more self-sufficient community. Mental-health services will be expanded through the extensive use of volunteers, many drawn from Lawrence Heights itself. A co-ordinating body known as the Volunteer Council has already been formed; its members will canvass all households to identify needs and to mobilize human resources. Such services as home visitors, emergency child-care personnel, classroom assistants, foster parents, junior big brothers, and big sisters will assist a community-oriented treatment program.

Lawrence Heights has been, in the past, a disorganized community suffering from the destructive influence of a "negative identity". Community-on-the-Move will attack this problem by providing more positive opportunities for people to become involved in community living. A community newspaper, a food and clothing co-operative, and a hot lunch program are being instituted. A fund-raising drive will be organized to build an outdoor swimming pool and artificial ice-rink. A boys' and girls' marching band is in the promotional stages. Most important, all such efforts are being planned and operated by indigenous leadership, as well as by persons from outside the community.

What is happening in Lawrence Heights is an experiment in urban living and community organization. Some educators may wonder what part the school should play in such a scheme. The educator's role, they believe, is clearly defined and is also a big one, the education of children. Urban schools, however, can no longer afford to offer a highly specialized service in isolation from the social problems of a community. We believe we must be accountable for the ills of the social order which we are preserving. It is not enough to deal with effects; let's have a look at those causes.

5 Wm. Delagran, Life in the Heights — The Tenants' Viewpoint, unpublished research study, 1967.

One inner-city school keeps open house two nights a week

In the midst of downtown development, St. Paul's Separate School offers students a meeting place they can call their own

By Monica Young
Inspector of Separate Schools
Metropolitan Separate School Board

Drop into St. Paul's School in downtown Toronto on Monday or Thursday evenings from November to May. The school can be found on the short block of Sackville Street between Queen Street and the Richmond Street ramp of the Don Valley Expressway.

You will find a teen-ager plotting the next move against his teacher at the chess board. Parents are teaching other students how to paint. In the shop, the geography teacher and a few boys and girls are intent on making lamps from popsicle sticks. Anita Thelander, the school social worker, chats with the girls who are crowded around the record player in the hall. Smells of a freshly baked cake come from the home economics room. Sometimes the cake is a birthday surprise for a teacher, with flour and eggs supplied by the students. As Brother Dominic, the principal, wins at the dart game, an audience gathers. As the parish priest, Father Cambray, moves through the activities, the boys insist that he join in. Centennial College students in the gymnasium are worn out; nine Centennial students on the thirty-member staff look after tumbling and floor hockey and find it a strenuous evening. For one hundred and fifty boys and girls, the program is an important part of inner-city life.

About seventy of these Grades-6-to-8 students have arrived at St. Paul's at six thirty. Their first hour was spent studying, before the recreational activities began. These boys and girls appreciate a quiet place to work and think, an adult around who can help work out problems, and time spent purposefully.

These students are becoming more content with their school life. No longer is punishment, failure, and restriction their lot in a rigid nine-o'clock-to-four-o'clock routine. Now they make the rules, plan the work, and experience success in some areas of endeavour. Teachers are not viewed now as adults who watch for faults, assign exercises, mark tests, and count errors. Now teachers listen to the students, play games with them, and laugh with them. Teachers look for opportunities to take all or part of the class for educational trips and enjoyable experiences. Even on week-ends, a small group may spend a day at Niagara Falls, or stay overnight on Manitoulin Island. To the students, adults at school seem more interested in their thoughts and ambitions. These adults are happy, contented people. They show the benefits of an education, happy home, and worthwhile pastimes; it is good to be with them. Somehow, the children can get along better with their classmates as well.

Part of the enthusiasm of the staff for the program was due to the fact that the program potential is almost limitless. Any staff member with a special hobby or interest can introduce it if he wishes. Even car racing has its possibilities here, as shown by Brother Edward's go-cart club. Two carts were assembled and used through the spring program to the delight of everyone (with the possible exception of neighbours who had to put up with the noise!)

Since its formal organization in January, 1968, the drop-in club at St. Paul's has been intended to involve the students and make their school life more significant. Students draw up the original program themselves; they also asked for and got membership cards which make them feel they belong. High attendance is encouraging and the pupil-teacher relationship has improved considerably. The total cost is low: it only covers the janitor's time and the purchase of games and craft materials. Staff members, two parents, two friends, nine Centennial College students, and sixteen people from the school donate their time. Two neighbouring schools now have set up drop-in clubs to suit their needs. Further opportunities for craft work, dramatics, music, and other activities are the goal at St. Paul's now. Parents' aid is an asset. Provision of informal activities for younger children in the school after regular school hours is another objective.

Duke of York Public School

A pilot project for inner-city schools

Twenty-six older schools in Toronto look to Duke of York as a model

By Douglas W. Balmer
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"It has long been known that some general relationship exists between the conditions of social, cultural, and economic deprivation and cognitive deficit. The environment having the highest rate of disease, crime, and social disorganization, also has the highest rate of school retardation. Deficiencies in linguistic skills and reading are particularly striking. School drop-out and failure, apart from what they represent in lost potential to the individual and his community, mean that, as adults, those who have failed or dropped out will be confined to the least skilled and least desirable jobs and will have almost no opportunity for upward social mobility." 1

From this quotation by Martin Deutsch, the objectives at Duke of York Public School can be stated quite clearly; ultimate goal: upward socio-economic mobility; immediate goal: facility in linguistic skills and reading in a school program that is within the experiences of the children.

With these objectives in mind, the Toronto Board of Education established Duke of York as a pilot project for the twenty-six Toronto Schools of the Inner-City Program. Duke of York School is located in an area such as Deutsch describes, has a school population that is highly transient and has a great many parents who view the school, as they do most institutions, with distrust and even hostility.

The project involved smaller classes and additional resource personnel such as social worker-attendance counsellor, student counsellor, language arts teacher, compensatory teacher, librarian, New Canadian teacher, and physical education teacher; the school also received an additional budget for specialized furniture, equipment, and supplies.

As a pilot school, however, Duke of York had considerable freedom of action. It received no specific direction concerning the individual role of the resource personnel nor of the nature of the program itself. School authorities determined the needs of the children and the needs of the community.

Since communication with the home is of paramount concern, parent-teacher interviews have replaced report cards. A standing committee of teachers, called "Reporting to Parents", prepared a forty-page manual to help the teacher be more effective in this relatively new area.

Communication within the school is also of vital importance. Regular grade-division meetings are held as well as general staff meetings. A staff evaluation of the program and administration has been an effective means of uncovering problem areas.

Although the responsibility for developing classroom programs rests with the teacher, he is not working in isolation.

1 *Deutsch M., Some Psychological Aspects of Learning in the Disadvantaged. Teacher's College Record, January, 1966.*

Listening stations help with the language arts. This particular junction box at Duke of York can take eight pairs of earphones.

The doll centre provides a natural experience-bridge for children of this age to learn about the real world.

Experiences of all kinds help children become aware of the world around them. They must find out for themselves.

The teachers, assisted by resource personnel, meet regularly to discuss mutual problems. Many of the meetings involve in-service courses for teachers.

For the third year, an orientation period was held during the last week of August to help new staff members to acquaint themselves with the school and with the program. Guest speakers were brought in; studies of urban problems and discussion groups were held. The resource personnel outlined their roles.

In trying to individualize instruction, teachers realized the need for an additional adult in each classroom; from this evolved a volunteer program. Approximately forty mothers from one school came to work at the Duke of York School; another small group of retired teachers help in the reading program. The way in which these volunteers were used was left to the individual teacher

The library has a key role in the school. The large library resource-centre with its bank of non-print material complements each classroom program. An open timetable allows ease of movement to and from classrooms. Forming an integral part of the program are the Special Education, the New Canadian, French, and Physical Education classes.

The traditional role of the school psychologist is undergoing change; it now is moving towards providing a consultative service to the school staff with emphasis placed on classroom observation and frequent, continuing discussion with the school staff.

A day-care project provides a hot meal at noon and an after-school play program for twenty-five children. The permanent staff of three includes a church worker in charge of the program, assisted by volunteer nurses from a nearby hospital.

The school social worker is also a key person. He acts as a liaison among the home, the school, and the community social agencies. He was responsible for evening discussion groups which have since blossomed out into a parent-school association.

All this is really only an outline about the Duke of York School, for it is difficult to capture the atmosphere of the school on paper. How can one describe the fresh-fruit program of an orange a day during the winter months for the kindergarten children, or tell about hot showers, or clothing and shoes provided to students, or a hundred field trips, one of which included taking four hundred children to the O'Keefe Centre for the Performing Arts to see the National Ballet Company?

Many terms for the Duke of York program can be used: compensatory education, education for the culturally disadvantaged, education for the culturally deprived, inner-city education, or education in depressed areas. Whatever phrase you use, you must begin where all education begins, with children and the acceptance of children for what they are: children.

The school cannot be an island in the community but must reach out and, if necessary, extend itself beyond the academic area. It is this role of involvement with the parents and with the community that must be developed fully and with understanding, for no matter what position the school takes, no matter what the school program offers, greater success will be achieved if the school can somehow interpret its new role to those it serves.

The puppet stage in this picture is used extensively in the language arts program at Duke of York.

In a study carrel, a child can have the solitude that is often missing in crowded homes in the inner city. With the aid of a slide projector, the child can pursue a topic independently.

Photo credit: Robert C. Ragsdale, Limited.